

# Smoketree Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

2395 Smoketree Avenue, Lake Havasu City, AZ 86403

Lake Havasu Unified District

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

\* The profiles are Excelling,  
Highly Performing, Performing  
or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information,  
please refer to the AYP page  
in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Rodney Daniel Weeden  
Schedule : 7:00 AM to 3:30 PM  
Grades : Pre-K-5  
2003 Enrollment : 565  
Web Address : smoketree@havasus.k12.az.us  
Phone Number : (928) 855-3066  
Fax Number : (928) 855-6297  
E-mail : rweeden@havasus.k12.az.us

### Mission

We will educate our students to the best of our abilities and make decisions in the best interest of our children. Smoketree students will also master state standards to excel in a challenging world.

### School / Academic Goals

- Smoketree School will increase the number of students achieving at least one year of growth as measured by Arizona's MAP. This is a measure of students sustaining their stanine on the SAT 9 from one year to the next.
- Smoketree will reduce the number of unexcused tardies and unexcused absences by at least 5% to improve student academic achievement.

### Instructional Programs

- Title I Services in Reading & Math
- AR Math and Reading Programs
- On-site Special Education Programs
- Computer Based Programs/Intersessions

### Enrollment

October 1, 2002 School Year Student Enrollment : 552  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 140

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 7/21/2003  
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

#### Council Duties

- ü Curriculum Development
- ü School Safety Issues
- ü Public Relations Projects
- ü Extracurricular Activities
- ü Facility Issues
- ü Instructional Strategies

### Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	12.00	Teacher Aide	21.00

### Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	2	0	0
10 or more years	2	8	0	0

### Shared Responsibilities

#### School

Our school staff is dedicated to providing the highest quality education possible. We will promote positive values and a safe learning environment for all students. We will also keep parents informed on school events and student progress.

#### Parents

Parents are responsible for transporting students safely to school, every day, on time, with appropriate clothing, properly fed and ready to learn. Parents are expected to bring issues of concern to the appropriate people and to support the school.

### Resources Available at School Site

#### Special Facilities

- ü Computer Lab/Library
- ü Multipurpose Rooms (Music/Art/PE)

#### Extracurricular Activities

- ü Student Council
- ü Choir/Reading/Art/Baton Clubs
- ü Full-day Kindergarten Program
- ü Instructional Intersessions

#### Social Services

- ü Parks & Rec. Afterschool Program
- ü Student Assistance Program (SAP)
- ü Interagency/Family Support Services
- ü Breakfast/Lunch Programs

### Transportation Policy

All parents are responsible for transporting students to and from school in a safe manner. The only bus service available is for severely handicapped special education students as required by law.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- ü Our school met the goal of increasing the numbers of students obtaining one year's growth in all core areas as measured by Arizona's MAP.
- ü We also met our goal of creating lessons and assessments that are referenced to the state standards. Our school developed a social studies assessment by grade level for our District to use that is referenced to the state standards.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award - 2nd Grade Teacher	2002
ü Numerous State Science Fair Place Finishers	2003
ü Space Station Challenge - 5th Grade State Runner-ups	2002
ü Baton Club - State Champs in Their Age Category	2003

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	16	20	20	20
Transfers In <sup>4</sup> (Within District)	2	2	2	2
Transfers In <sup>5</sup> (Out of District)	0	10	10	9
Promotion Rate <sup>6</sup>	94	99	98	95
Retention Rate <sup>7</sup>	6	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	64	69
Grades 3-4	80	86
Grades 4-5	72	63

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	502	75372	100	98	101	506	526	523	6	5	9	44	25	25	40	41	36	9	30	30
All Students (Prior Year)	86	472	70809	NA	NA	NA	500	522	518	10	5	11	47	29	27	35	38	35	8	28	27
Female	41	237	36901	100	98	101	505	526	524	3	3	8	53	27	25	33	40	36	13	29	31
Male	45	265	38385	100	98	101	506	527	523	11	6	9	35	23	24	49	41	36	5	31	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	19	96	29103	106	101	99	485	512	510	15	4	12	62	43	31	15	36	36	8	16	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	63	390	34597	98	97	98	511	529	535	3	4	4	43	22	20	43	41	38	10	32	38
Students with Disabilities	NC	57	8057	NC	93	99	NC	500	496	NC	23	23	NC	27	31	NC	38	28	NC	12	17
Students without Disabilities	82	445	67315	99	99	101	506	528	525	7	4	8	45	25	24	39	41	37	9	31	31
Limited English Proficient Students	NC	28	16925	NC	104	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	85	324	26325				506	520	504	6	5	15	44	32	34	40	40	33	9	23	18
Non-Economically Disadvantaged	NC	178	49047				NC	538	530	NC	4	6	NC	12	21	NC	42	37	NC	42	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	499	75221	100	97	101	516	527	523	3	3	8	17	13	16	69	62	56	12	23	21
All Students (Prior Year)	87	467	70860	NA	NA	NA	519	532	524	7	3	9	18	14	17	49	48	45	25	35	30
Female	41	237	36833	100	98	100	517	528	526	5	2	6	15	12	15	68	64	56	13	23	23
Male	45	262	38319	100	97	101	515	526	520	0	3	9	19	14	17	70	59	56	11	23	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	19	96	29019	106	101	99	504	514	513	8	4	12	23	25	21	62	59	55	8	12	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	63	387	34543	98	97	97	519	530	531	2	2	4	15	10	12	72	62	58	12	25	26
Students with Disabilities	NC	55	8006	NC	90	99	NC	503	505	NC	12	22	NC	38	23	NC	42	42	NC	8	13
Students without Disabilities	82	444	67215	99	98	101	516	528	524	3	2	7	17	11	16	68	63	56	12	24	21
Limited English Proficient Students	NC	28	16853	NC	104	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	85	324	26256				516	524	509	3	3	14	17	15	24	69	62	51	12	20	11
Non-Economically Disadvantaged	NC	175	48965				NC	533	528	NC	2	5	NC	8	13	NC	61	58	NC	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	497	73654	98	97	99	521	531	530	0	4	9	24	12	13	76	79	70	0	5	7
All Students (Prior Year)	83	450	68592	NA	NA	NA	537	550	542	9	3	9	13	8	12	65	71	63	14	18	16
Female	40	238	36239	98	99	99	526	537	537	0	2	7	18	8	11	82	83	72	0	6	10
Male	44	259	37301	98	96	98	515	526	523	0	5	12	30	16	15	70	75	68	0	4	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	19	96	28348	106	101	96	508	520	520	0	2	13	46	24	17	54	74	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	61	384	33924	95	96	96	523	533	537	0	4	5	19	10	10	81	80	75	0	6	9
Students with Disabilities	NC	57	7306	NC	93	90	NC	511	506	NC	24	24	NC	16	20	NC	56	52	NC	4	4
Students without Disabilities	81	440	66348	98	98	100	521	533	531	0	3	8	24	12	13	76	81	71	0	5	8
Limited English Proficient Students	NC	28	16422	NC	104	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	84	321	25711				521	528	514	0	4	16	24	14	19	76	80	61	0	2	3
Non-Economically Disadvantaged	--	176	47943				--	539	535	--	3	7	--	9	11	--	79	74	--	9	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	498	76230	100	99	101	488	505	498	8	6	12	58	43	38	6	11	12	28	40	37
All Students (Prior Year)	86	491	72888	NA	NA	NA	475	503	494	17	8	14	54	42	40	17	12	12	12	38	34
Female	39	226	37247	95	98	100	488	505	500	6	4	11	62	46	40	6	14	13	26	37	37
Male	50	269	38725	100	99	101	490	505	497	10	8	14	52	40	37	7	8	12	31	43	37
African American	--	NC	3594	--	NC	96	--	NC	476	--	NC	22	--	NC	46	--	NC	11	--	NC	21
Hispanic	18	94	28100	100	97	98	464	497	482	11	6	18	89	56	47	0	8	11	0	30	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	--	NC	5292	--	NC	113	--	NC	463	--	NC	31	--	NC	47	--	NC	8	--	NC	14
White	71	389	35389	99	98	96	492	507	514	7	6	6	52	40	32	7	11	14	33	43	48
Students with Disabilities	13	83	9022	93	108	105	443	485	465	33	15	31	67	48	43	0	9	8	0	27	17
Students without Disabilities	78	415	67208	101	97	100	492	506	500	6	6	12	57	43	38	7	11	12	31	41	38
Limited English Proficient Students	NC	28	14826	NC	108	113	NC	434	460	NC	100	31	NC	0	51	NC	0	8	NC	0	10
Migrant Students	--	--	837	--	--	--	--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	85	327	25037	--	--	--	487	503	477	8	7	21	57	46	47	7	8	11	28	39	21
Non-Economically Disadvantaged	NC	171	51193	--	--	--	NC	507	507	NC	5	9	NC	38	35	NC	17	13	NC	41	43

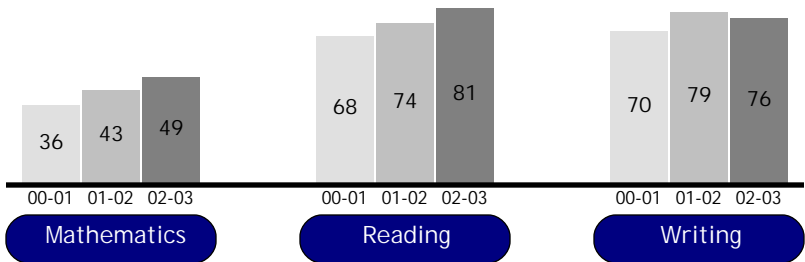
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	499	76202	100	99	101	500	507	505	17	12	19	34	24	24	45	52	46	4	11	11
All Students (Prior Year)	86	492	72779	NA	NA	NA	500	510	505	22	14	21	32	19	20	34	48	43	12	19	15
Female	39	226	37231	95	98	100	500	510	507	18	11	16	41	27	24	32	49	48	9	13	13
Male	51	271	38718	102	99	101	501	506	503	14	13	22	29	22	24	57	55	44	0	10	10
African American	--	NC	3600	--	NC	97	--	NC	497	--	NC	28	--	NC	29	--	NC	39	--	NC	5
Hispanic	18	94	28090	100	97	98	492	505	497	33	14	28	33	23	30	33	56	37	0	6	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	--	NC	5311	--	NC	113	--	NC	491	--	NC	38	--	NC	31	--	NC	28	--	NC	3
White	72	391	35371	100	98	96	502	508	512	15	11	10	33	25	20	48	51	54	4	13	16
Students with Disabilities	13	83	9097	93	108	106	477	497	493	60	29	39	40	25	27	0	36	29	0	11	5
Students without Disabilities	78	416	67105	101	97	100	502	508	506	14	11	18	33	24	24	49	54	47	4	11	12
Limited English Proficient Students	NC	28	14780	NC	108	113	NC	468	486	NC	100	50	NC	0	32	NC	0	18	NC	0	1
Migrant Students	--	--	832	--	--	--	--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	85	328	24961	--	--	--	500	506	495	18	14	32	34	25	30	45	50	34	4	11	4
Non-Economically Disadvantaged	NC	171	51241	--	--	--	NC	511	509	NC	8	14	NC	22	22	NC	57	51	NC	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	486	74692	93	96	99	500	512	502	19	10	18	27	27	27	50	56	47	4	7	8
All Students (Prior Year)	79	481	70710	NA	NA	NA	515	533	512	12	7	17	29	21	26	43	48	42	17	24	16
Female	37	221	36710	90	96	99	494	518	509	15	7	14	42	24	26	36	60	50	6	9	10
Male	47	263	37742	94	96	98	505	507	495	23	13	22	13	29	28	63	52	44	3	6	6
African American	--	NC	3516	--	NC	94	--	NC	487	--	NC	26	--	NC	31	--	NC	39	--	NC	4
Hispanic	16	91	27492	89	94	96	483	512	486	22	8	27	33	34	32	44	52	38	0	6	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	--	NC	5166	--	NC	110	--	NC	470	--	NC	39	--	NC	32	--	NC	27	--	NC	2
White	68	381	34785	94	96	94	502	513	517	19	10	10	25	26	23	52	57	56	5	8	11
Students with Disabilities	10	74	8428	71	96	98	453	483	472	50	17	38	25	50	30	25	29	29	0	4	3
Students without Disabilities	75	412	66264	97	96	99	502	514	503	17	10	17	27	26	27	51	57	48	4	8	8
Limited English Proficient Students	NC	24	14363	NC	92	109	NC	457	459	NC	0	47	NC	100	34	NC	0	19	NC	0	1
Migrant Students	--	--	814	--	--	--	--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	82	321	24507	--	--	--	499	510	480	20	12	31	27	26	33	49	56	33	4	6	3
Non-Economically Disadvantaged	NC	165	50185	--	--	--	NC	517	511	NC	7	13	NC	28	24	NC	56	53	NC	9	10

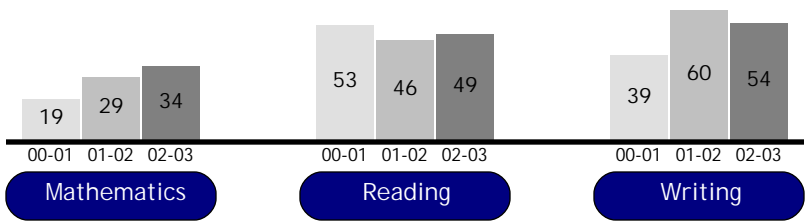
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	59	64	53	98	35	59	44	97	55	68	50
	Language	100	49	58	45	98	27	55	39	100	47	62	43
	Mathematics	99	61	65	56	98	47	64	52	100	55	74	57
3	Reading	100	44	53	50	99	49	58	43	98	43	59	47
	Language	99	50	58	55	98	53	66	50	100	57	69	54
	Mathematics	100	39	55	53	99	55	63	50	100	52	66	54
4	Reading	100	57	66	55	100	45	57	47	98	58	69	52
	Language	100	49	60	50	100	47	55	45	94	61	67	48
	Mathematics	100	56	68	56	100	54	65	52	99	66	73	57
5	Reading	97	49	58	51	100	55	64	46	95	55	62	50
	Language	100	36	53	46	100	44	58	43	94	55	60	46
	Mathematics	100	46	64	56	100	61	66	54	99	57	69	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Smoketree School has a progressive set of discipline regulations aimed at ensuring a safe environment. We offer DARE instruction and work with our local police as needed. We have also installed a Surveillance System to help keep our students safe.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Rod D. Weeden	(928) 855-3066
Transportation Policy	Interim (Missy Wood)	(928) 855-8279
Community Resources	Gail Malay	(928) 855-1279
School Nutrition Programs	Hans Bischof	(928) 855-5121
Parent Organization	Jackie Sousa	(928) 453-8591
Student Health/Nurse	Nancy Graham	(928) 855-3066

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)